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ABSTRACT

This set of 3 modules on physical examinations is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: measuring and recording height and weight, positioning patients for physical examination and assisting with the physical exam, and administering the eye chart examination. (YLB)

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HEALTH OCCUPATIONS EDUCATION I

MODULE NO. III-A to III-C

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MEASURING AND RECORDING HEIGHT AND WEIGHT

INTRODUCTION

Height and weight are two vital measurements determined during the physical examination. These measurements are usually performed and recorded by the health assistant to aid the physician in determining a patient's overall general condition. In this module you will be learning how to accurately measure and record height and weight.

DIRECTIONS

In order to complete this module you will need a physician's scale, pad, and pencil.

Read the objective below. If you think you are able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a patient and physician's scale, measure and record the patient's height and weight without error.

LEARNING ACTIVITIES

1. READ Student Information, MEASURING AND RECORDING HEIGHT AND WEIGHT,

   (and/or) _____.

2. VIEW Trainex filmstrip, "Assisting With a Physical Exam," to learn about measuring and recording height and weight,

   (and/or) _____.

3. COMPLETE Student Self-Check, HEIGHT CONVERSIONS.

4. PRACTICE measuring and recording height and weight,

   (and/or) _____.

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

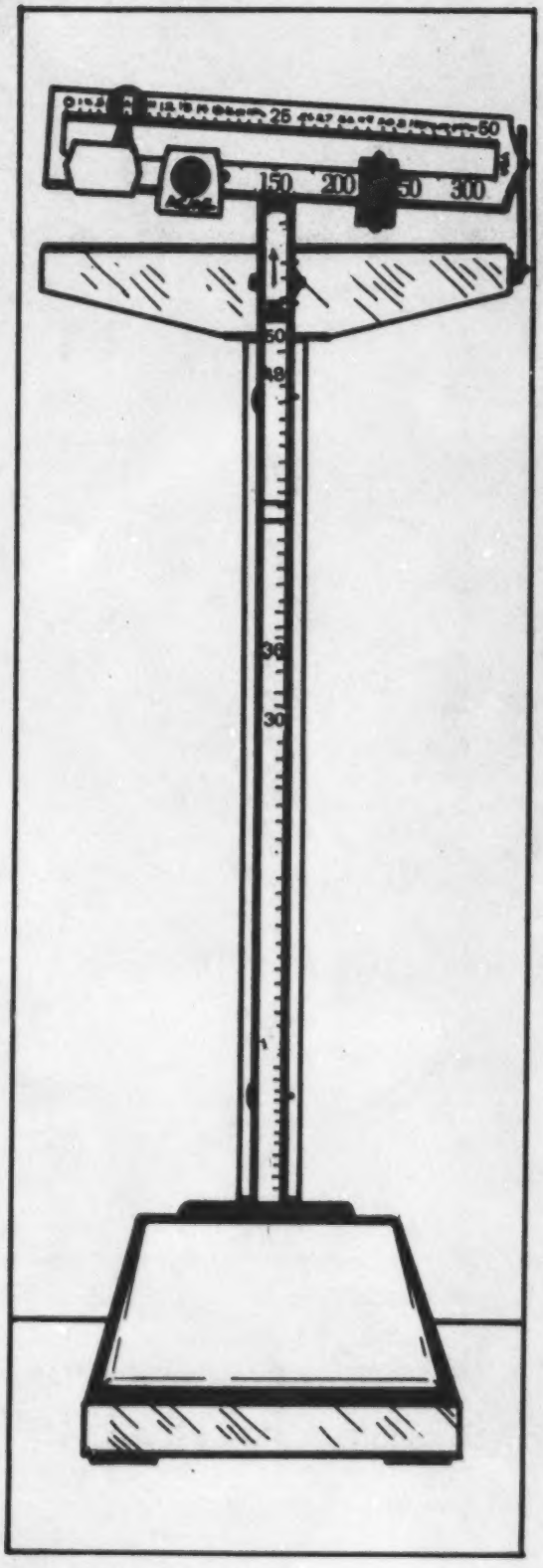
STUDENT INFORMATION

Measuring and Recording Height and Weight

During the physical examination the height and weight are usually measured at the same time as temperature, pulse, and respiration. This is a task that is usually performed by the health assistant; it is easily done with a physician's scale.

The following procedure is used for measuring and recording height and weight.

1. Tell the patient what you are going to do.
2. Check the scales to make sure they balance.
3. Place paper towel on scale.
4. Have patient remove his/her shoes and step up on the scale.
5. Balance the scales and record weight.
6. Have patient step down while you pull up the height scale.
7. Have patient stand erect on scale, facing away from the scale.
8. Lower the height lever until it rests lightly on top of patient's head.



STUDENT INFORMATION (CONTINUED)

Measuring and Recording Height and Weight

9. Note and record the height in feet and inches and fractions of inches.
10. Help the patient off the scales.

To convert inches to feet, divide by 12 (i.e., If a patient measure 56", divide 56 by 12. The patient's height is 4'8".) See calculations.

```
    4  (feet)
  ------------
12) 56
    48
  ------
     8  (inches)
```

If a patient measures 71¼", divide 71¼ by 12. The patient's height is 5'11¼" See calculations.

```
     5
  ------------
12) 71 ¼
    60          = 5'11 ¼"
  ------
    11 ¼
```

STUDENT SELF-CHECK

Height Conversions

On a separate sheet of paper, convert the following heights recorded in inches to feet and inches. Once you have completed your Self-Check, check your answers with the key.

1. 63 ½ in. = ____ft. ____in.
2. 60 in. = ____ft. ____in.
3. 72¾ in. = ____ft. ____in.
4. 53¼ in. = ____ft. ____in.
5. 48 in. = ____ft. ____in.
6. 55¾ in. = ____ft. ____in.
7. 75¼ in. = ____ft. ____in.
8. 50 in. = ____ft. ____in.
9. 65½ in. = ____ft. ____in.
10. 38½ in. = ____ft. ____in.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, MEASURING AND RECORDING HEIGHT AND WEIGHT.

Provided a physician's scale and a patient, measure and record the patient's height and weight.

MEASURING AND RECORDING HEIGHT AND WEIGHT

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of measuring and recording height and weight.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When measuring and recording a person's height, the student,				
a. had the person remove shoes.	[ ]	[ ]	[ ]	[ ]
b. measured and recorded the person's height in feet and inches without error.	[ ]	[ ]	[ ]	[ ]
2. When measuring and recording a person's weight, the student,				
a. balanced the scale.	[ ]	[ ]	[ ]	[ ]
b. measured and recorded the person's weight without error.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Height Conversions

1. 5 ft. 3½ in.
2. 5 ft.
3. 6 ft. ¾ in.
4. 4 ft. 5¼ in.
5. 4 ft.
6. 4 ft. 7¾ in.
7. 6 ft. 3¼ in.
8. 4 ft. 2 in.
9. 5 ft. 5½ in.
10. 3 ft. 2½ in.

POSITIONING PATIENT FOR PHYSICAL EXAM AND ASSISTING WITH THE EXAM

INTRODUCTION

The physical examination aids the physician in determining the overall health of the patient and in diagnosing a patient's condition. Positioning the patient and assisting the patient and the doctor during the physical examination are two important duties of the health assistant. During this procedure the patient is more at ease and comfortable if she/he has been positioned properly and is aware of what is going to happen. The doctor is able to perform better if she/he has a good assistant. In this module, you will be learning how to position patients and assist them and the doctor during the physical examination.

DIRECTIONS

In order to complete this module you will need a patient, an examination table or bed, sheet, blood pressure cuff, stethoscope, opthalmoscope, otoscope, percussion hammer, tuning fork, vaginal speculum, glass slides, cotton-tipped applicators.

Read the objective below. If you think you are able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities.

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a patient who is to have a physical examination and the necessary equipment and supplies, position the patient in each of the positions identified by your instructor and

provide assistance as needed throughout the exam. The patient must be positioned so that proper body alignment is maintained and draped in a manner to avoid unnecessary exposure of the patient's body.

LEARNING ACTIVITIES

1. STUDY the diagrams on Student Information, EXAMINATION POSITIONS, to learn about the positions used in the physical exam.

   (and/or) _____

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. VIEW a demonstration by your instructor on positioning and draping a patient for the physical exam.

   (and/or) _____

4. PRACTICE positioning and draping patients.

   (and/or) _____

5. VIEW Trainex filmstrip, "Assisting with a Physical Exam."

   (and/or) _____

6. COMPLETE Student Self-Check, ASSISTING WITH THE PHYSICAL EXAM.

7. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Examination Positions

HORIZONTAL RECUMBENT POSITION – USED TO CHECK THE LEGS & THE BREASTS

*DRAPING COVERS THE ENTIRE BODY

The patient lies flat on his/her back with legs slightly separated.

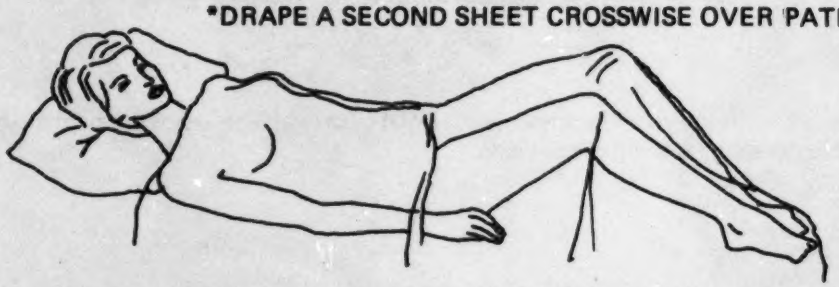
PRONE POSITION – USED TO CHECK THE BACK

*DRAPING COVERS THE ENTIRE BODY

The patient lies on his/her abdomen with arms bent at the elbows. The head is turned to one side.

DORSAL RECUMBENT POSITION – POSITION USED FOR THE BASIC PHYSICAL EXAM

*DRAPE A FOLDED SHEET ACROSS CHEST
*DRAPE A SECOND SHEET CROSSWISE OVER PATIENT'S LEGS

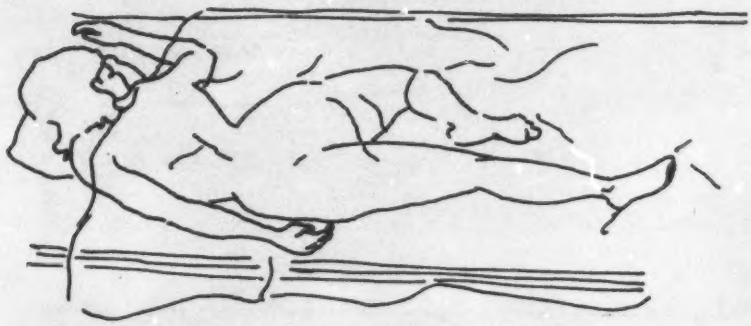


The patient lies on his/her back. The knees are slightly bent and separated. The patient's feet are flat on the bed.

STUDENT INFORMATION

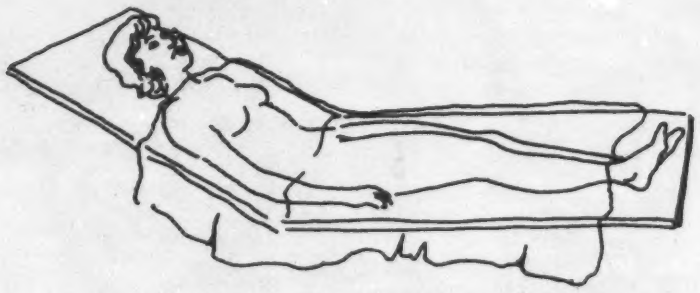
Examination Positions (Continued)

SIM'S POSITION – USED FOR RECTAL EXAM



The patient lies on the left side with head turned to the side. The left arm is behind the body, and the left leg is bent slightly. The right arm rests in front while the right leg is flexed.

SEMI-FOWLER'S POSITION – USED TO EXAMINE THE EYES, NOSE, THROAT, AND NECK



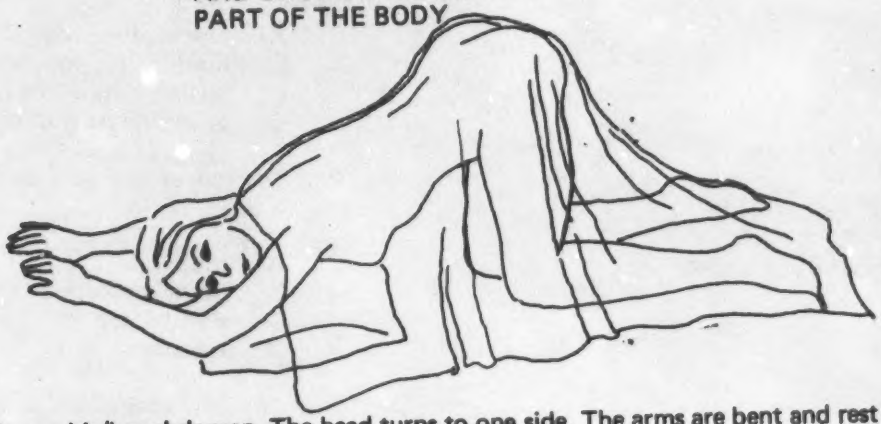
The patient lies on his/her back on a raised (45^{O} angle) backrest. The knees are bent slightly while the arms rest comfortably at the patient's side.

STUDENT INFORMATION

Examination Positions (Continued)

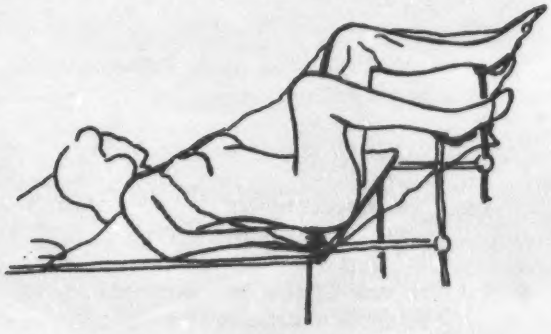
KNEE-CHEST POSITION – USED FOR SPECIFIC RECTAL EXAMS

USE TWO DRAPES:
ONE FOR THE UPPER PART
AND ONE FOR THE LOWER
PART OF THE BODY



The patient lies on his/her abdomen. The head turns to one side. The arms are bent and rest by the patient's head. Knees are bent and drawn up to the patient's chest.

DORSAL LITHOTOMY POSITION – USED FOR THE PELVIC EXAM



The patient's feet are placed in stirrups for the dorsal lithotomy position so that the knees are well flexed and separated while the patient rests on his/her back.

The patient may be draped with one sheet placed so that the corners fall at the patient's neck, pelvis, and feet.

STUDENT SELF-CHECK

Terminology

Match the words in Column A with their definitions in Column B. Record your answers on a separate sheet of paper. Check your answers against the key.

COLUMN A

1. Dorsal Lithotomy
2. Dorsal Recumbent
3. Horizontal Recumbent
4. Sim's
5. Knee-Chest
6. Semi-Fowler's
7. Prone

COLUMN B

A. Lying on left side - used for rectal exam

B. Bed is placed at a 45^{o} angle

C. Feet are placed in the stirrups - used for pelvic exam

D. Lying on abdomen

E. Lying flat on back

F. Used for certain rectal exams

G. Lying on back with knees flexed. Basic position for a physical exam

STUDENT SELF-CHECK

Assisting with the Physical Exam

1. If the doctor uses the method of palpation during the exam, she/he would be:

   A. tapping the body
   B. listening for body sounds
   C. feeling parts of the body
   D. observing parts of the body.

2. The instrument used to examine the ear is the:

   A. otoscope
   B. opthalmoscope
   C. stethoscope
   D. speculum

3. The instrument used to examine the eye is the:

   A. otoscope
   B. opthalmoscope
   C. stethoscope
   D. speculum

4. The position used most frequently for the pelvic exam is:

   A. knee-chest
   B. Sim's
   C. dorsal recumbent
   D. dorsal lithotomy

5. Which one of the following positions is <u>not</u> used for a rectal exam?

   A. Sim's
   B. horizontal recumbent
   C. dorsal lithotomy
   D. knee-chest

6. What equipment and supplies are needed for the pelvic exam?

   A. speculum, lubricant and cotton-tipped applicator
   B. otoscope, rubber gloves, lubricant

C. speculum, stethoscope, tongue blade
D. stethoscope, blood pressure cuff, tongue blade.

7. The method used by the doctor when listening to body sounds is called:

A. percussion
B. palpation
C. auscultation
D. observation

8. The instrument used for checking reflexes is the:

A. blood pressure cuff
B. stethoscope
C. tuning fork
D. percussion hammer

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, POSITIONING THE PATIENT AND ASSISTING WITH THE PHYSICAL EXAMINATION.

You will be given a patient and the necessary equipment and supplies needed for a physical examination. Position the patient and provide assistance as needed.

POSITIONING PATIENT FOR PHYSICAL EXAM AND ASSISTING WITH THE EXAM

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of positioning patient for physical exam and assisting with the exam.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

When positioning the patient for a physical examination, the student:

		Student Performance			
		Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
A.	Placed patient in proper position	[ ]	[ ]	[ ]	[ ]
B.	Draped patient in a manner to avoid unnecessary exposure	[ ]	[ ]	[ ]	[ ]
C.	Positioned patient so that proper body alignment was maintained	[ ]	[ ]	[ ]	[ ]
D.	Assembled necessary equipment and supplies	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. C
2. G
3. E
4. A
5. F
6. B
7. D

STUDENT SELF-CHECK KEY

Assisting with the Physical Exam

1. C
2. A
3. B
4. D
5. B
6. A
7. C
8. D

ADMINISTERING THE EYE CHART EXAM

INTRODUCTION

The eye chart exam is an important part of a complete physical examination. This exam helps to identify any visual problems the patient might have and to indicate if a more thorough eye examination is needed. The eye exam is one part of the physical exam that can be performed by the health assistant. In this module you will be learning how to administer the eye chart exam.

DIRECTIONS

In order to complete this module you will need a patient, an eye cover, and an eye chart.

Read the objective below. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

Provided a patient, eye cover, and eyechart, administer the eye chart exam. Each eye will be measured separately and then together to give you three different readings. The following criteria must be met:

1. Position the patient 6.1m (20 ft.) from the chart.
2. Cover the eye in such a manner so that vision is not blurred.
3. Measure the readings without error.
4. Check the patient for color blindness.

LEARNING ACTIVITIES

1. READ Student Information, EYE CHART EXAM, to learn about administering the eye chart exam.

   (and/or) _____

2. COMPLETE Student Self-Check, THE EYE CHART EXAM.

3. VIEW demonstration by the instructor on administering the eye chart exam.

   (and/or) _____

4. PRACTICE administering the eye chart exam.

   (and/or) _____

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT INFORMATION

Eye Chart Exam

The Snellen Eye Chart is probably the most common means of checking a person's vision. Some of the charts have different letters of the alphabet, while others have the letter "E" pointing in various directions. There is also a chart, made especially for children, which has pictures of objects with which they are usually familiar.

When using the eye chart, have the person stand 6.1 m (20 ft.) away from the chart. If the person has "perfect vision," she/he should be able to read the line marked 20. This means his/her vision is 20/20. If the person can read only the line marked 100, her/his vision would be 20/100 and would be considered near-sighted. If the person can read the line marked 15, her/his vision would be 20/15 and would be considered far-sighted.

On some charts, there are two colored lines located between rows of letters. These lines are to test for color blindness. Color blindness is an inherited trait that is carried by the female parent but usually is found only in males. It is very rare for a person to be totally color blind. Usually the person is unable to tell the difference between red and green tones and occasionally between yellow and blue.

The following procedure should be used when checking a person's vision with the eye chart.

1. Explain the procedure to the person.
2. Have the person stand 6.1 m (20 ft.) from the chart.
3. Instruct the person to read various lines on the chart, using the numbers by each line. Do not point to the line to be read.
4. The lowest line she/he can read without a mistake should be recorded as the vision for both eyes.
5. Have the person place a shield in front of the right eye, keeping both eyes open. Do not press the shield on the eye.
6. Repeat the measurement with both eyes and record the vision for the left eye.
7. Repeat same to determine vision for right eye and record.
8. At some point during the exam, if appropriate, mention one of the colored lines on the chart. Say "read the line below the green line" or "read the line above the orange line."

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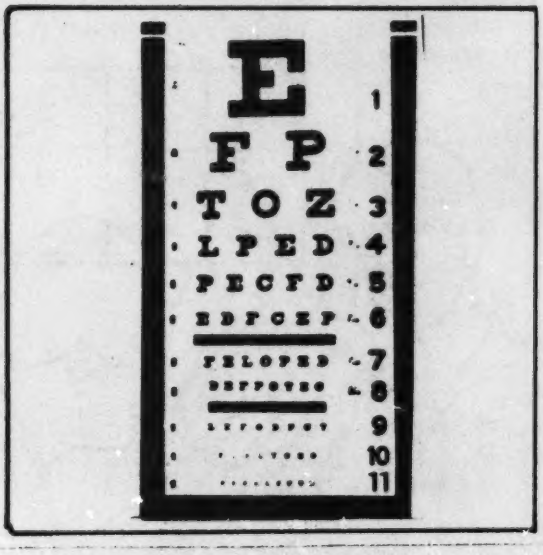
STUDENT INFORMATION

Eye Chart Exam

The following illustration is an example of the Snellen eye chart exam.



STUDENT SELF-CHECK

The Eye Chart Exam

Answer each question and record your response on a separate sheet of paper. Compare your answers to the key.

1. How far back from the eye chart should the person be placed?

   A. 7.6 m (25 feet)
   B. 18.3 m (20 yards)
   C. 6.1 m (20 feet)
   D. 22.9 m (25 yards)

2. Normal or perfect vision is said to be:

   A. 15/15
   B. 20/100
   C. 20/15
   D. 20/20

3. Who is more likely to be color blind?

   A. Males
   B. Females
   C. Equal number of males and females
   D. Adults over the age of 35

4. When checking a person's vision, how many readings will you measure?

   A. 1
   B. 2
   C. 3
   D. 4

5. Why should you not press the eye shield over the eye?

6. Which line on the chart is considered the normal vision?

7. What is the difference between being near-sighted and far-sighted?

8. If a person can correctly read the line that says 50, what would her/his vision be when standing 6.1m (20 ft.) from the chart?

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, ADMINISTERING THE EYE CHART EXAM.

You will be given a patient, an eye cover and eye chart. Administer the eye chart examination.

ADMINISTERING THE EYE CHART EXAM

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of administering the eye chart exam.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
When administering the eye chart exam, the student:				
A. had patient stand 6.1m (20 ft.) from eye chart	[ ]	[ ]	[ ]	[ ]
B. covered the eye in such a way as not to cause blurred vision	[ ]	[ ]	[ ]	[ ]
C. measured the three different readings without error	[ ]	[ ]	[ ]	[ ]
D. checked for color blindness	[ ]	[ ]	[ ]	[ ]

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STUDENT SELF-CHECK KEY

The Eye Chart Exam

1. C
2. D
3. A
4. C
5. It could blur the vision in that particular eye.
6. Line No. 8 (marked 20)
7. Near-sighted - cannot see well at a distance
   Far-sighted - can see well from a distance, but not as well close up.
8. 20/50